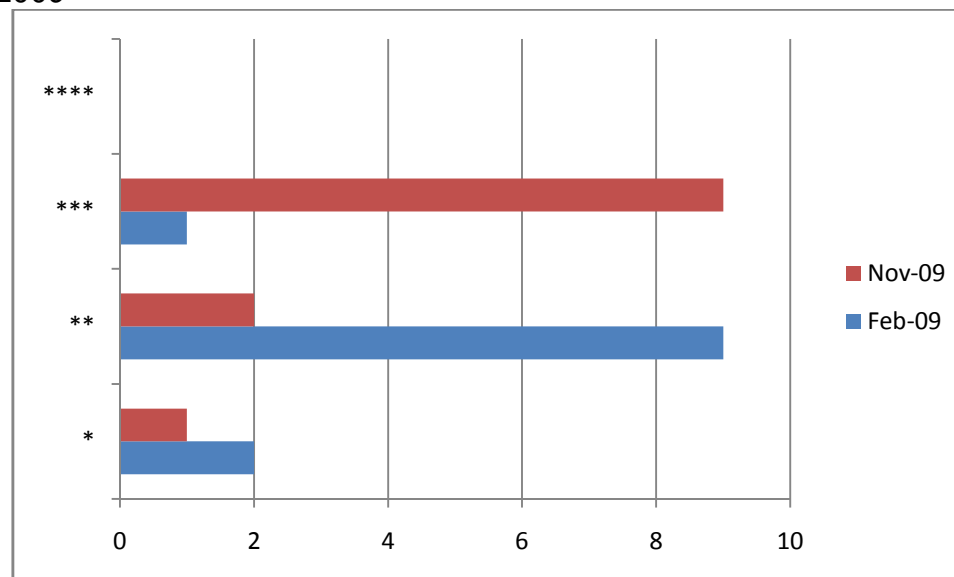


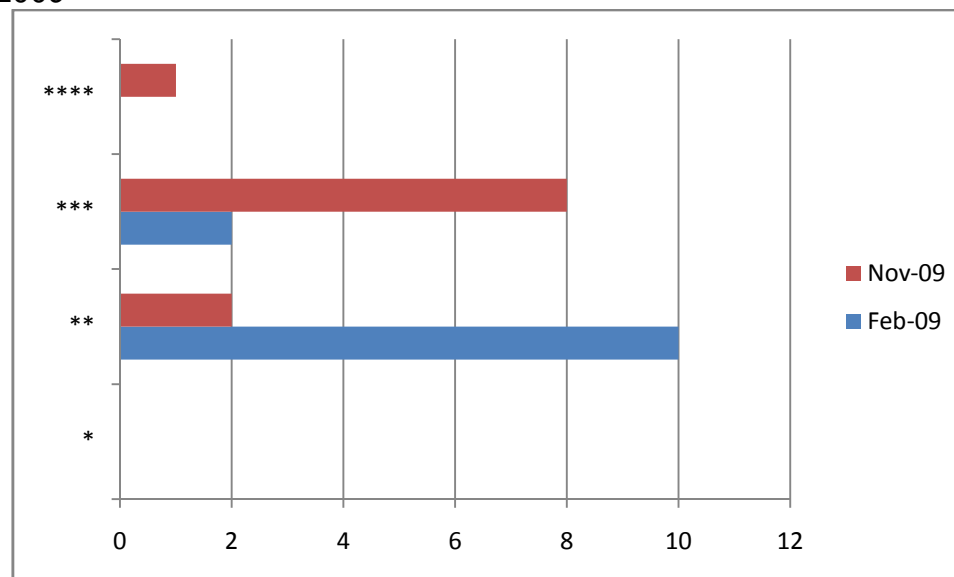
eLearning Development Rubric				
	★	★ ★	★ ★ ★	★ ★ ★ ★
<b>CyberSafety</b>	I am unsure of how cyber safety impacts on my use of ICT and its use in the classroom.	I am aware of cyber safety issues and how to use ICTs responsibly, but I don't include it in my teaching.	I have a good awareness of cyber safety issues and the responsible use of ICT. I model and teach safe and ethical use of ICT in the classroom. I discuss the importance of privacy issues when working in an online environment.	I have an excellent understanding of cyber safety issues and how to address them. I model and teach about issues such as copyright, intellectual property, cyber bullying and respect for people from other cultures, when using ICT.

Data – February to November 2009



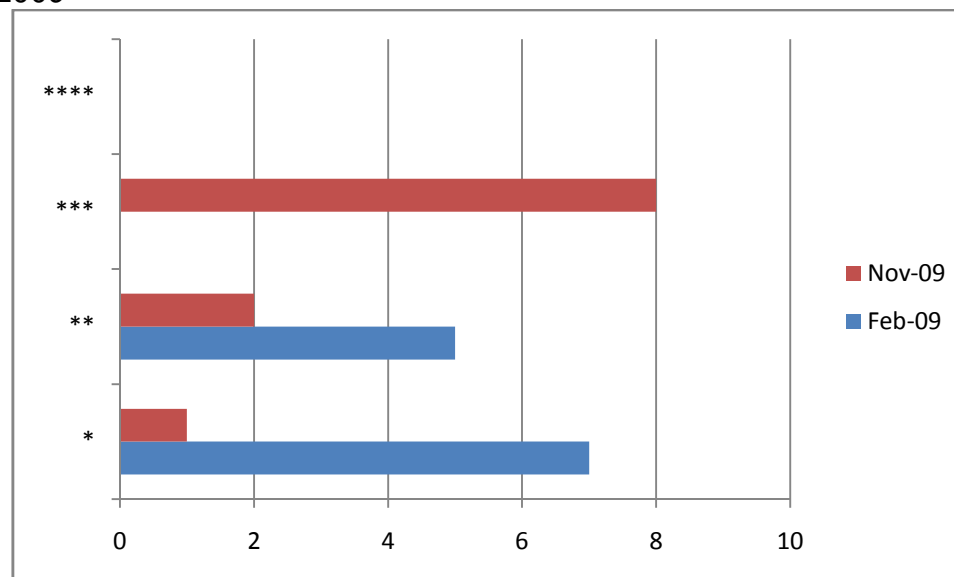
eLearning Development Rubric				
	★	★ ★	★ ★ ★	★ ★ ★ ★
<b>Professional Development</b>	I am happy with the status quo in terms of my ICT knowledge	I am willing to consider the use of ICT and to adopt new ideas. I am willing to participate in PD about ICT, but need to know why it is useful.	I believe that ICTs enhance learning. I share ideas and learning experiences that use ICT. I sometimes participate in on-line communities to learn, communicate, collaborate and contribute ideas about teaching and learning with ICT.	I encourage and support others in their use of ICT. I am able to articulate my beliefs about the benefits of using ICTs in my teaching and learning. I regularly participate in social networks to expand my use of ICT in the classroom. I actively look for new ways to incorporate ICT into my teaching.

Data – February to November 2009



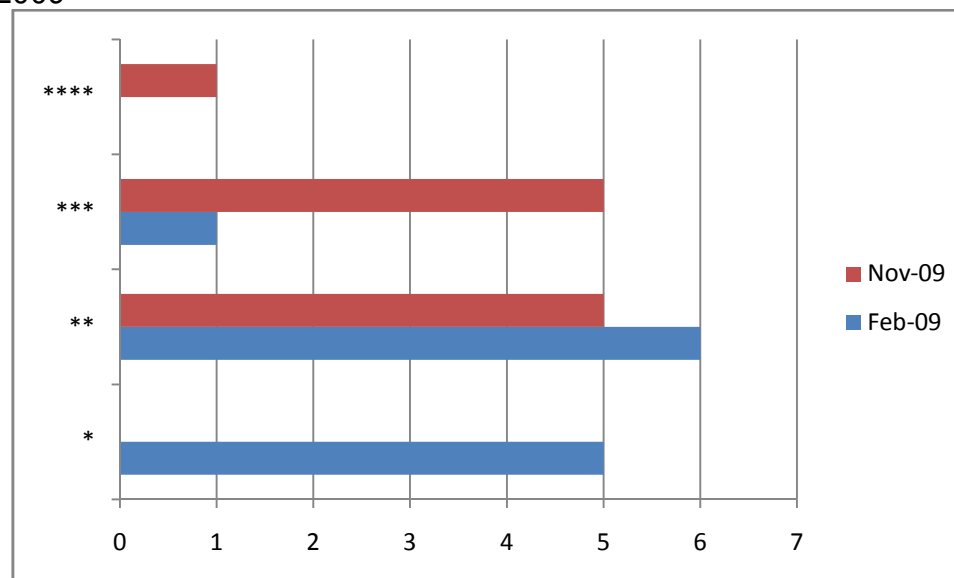
eLearning Development Rubric				
	★	★ ★	★ ★ ★	★ ★ ★ ★
Shared Learning	I use ICT for my own work, but my students use is largely games and free time activities.	My students use ICTs in a limited way, usually independently. I usually use learning intentions, success criteria. I sometimes use peer and self-assessment methods.	I offer my students some choices in the use of ICTs. I use ICT to motivate, engage, and support achievement of learning intentions and the development of success criteria. I regularly use peer and self-assessment methods.	I provide my students with opportunities to select and use a range of ICTs in meaningful contexts. I engage my students in collaborative real-life tasks and inquiries. My students assess themselves against co-constructed learning intentions and success criteria to determine next learning steps.

Data – February to November 2009



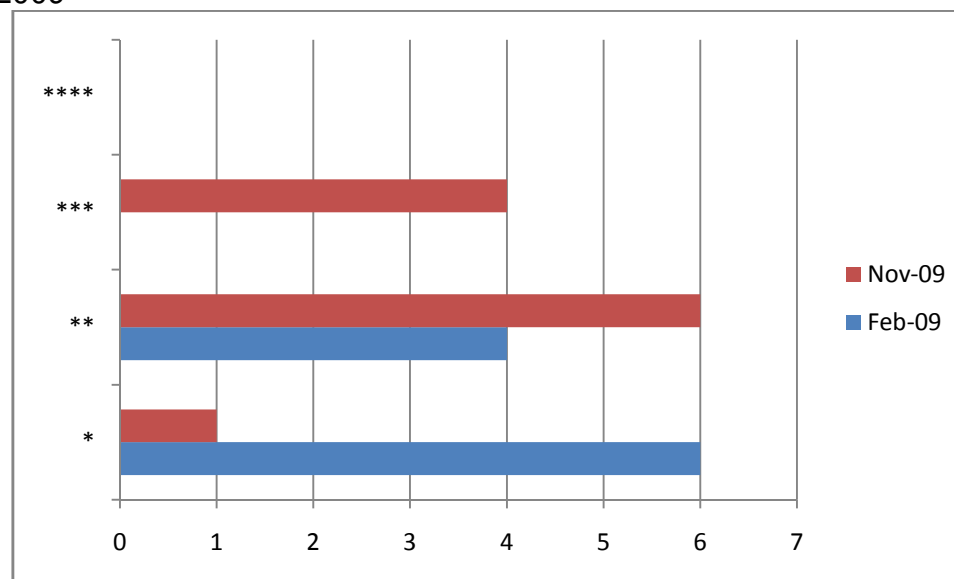
eLearning Development Rubric				
	★	★ ★	★ ★ ★	★ ★ ★ ★
<b>Learning and Thinking Skills</b>	I do not use thinking tools or skills as part of my deliberate acts of teaching.	I use some thinking tools or skills as part of my deliberate acts of teaching. I tend to rely on one or two thinking tools.	I teach my students how to use a variety of thinking tools and skills in a range of contexts.	I teach a wide variety of thinking skills to develop critical, caring and systematic thinking. I provide regular opportunities for students to select and use the most appropriate thinking tools for tasks.

Data – February to November 2009



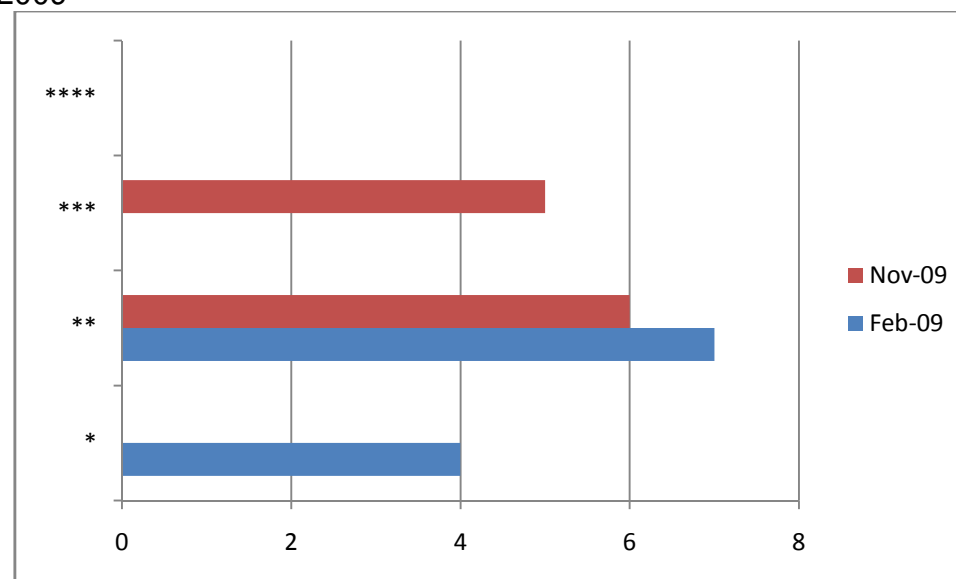
eLearning Development Rubric				
	★	★ ★	★ ★ ★	★ ★ ★ ★
<b>Classroom Environment</b>	My classroom computers and other ICTs are in a relatively separated part of my classroom. I feel like I can only let my students use the ICTs that I am comfortable in using.	My classroom computers and other ICTs are easily accessible and it is easy for my students to use them collaboratively. I am exploring a range of hardware and software to use with the students in all learning areas.	I am teaching my students skills to allow them to collaborate when using ICTs. I am teaching them to take some responsibility for their ICT use. My students use a variety of software and hardware in a range of learning areas.	ICT in my classroom is a shared responsibility between my students and me. My classroom environment is flexible according to our learning needs. I am aware of, and specifically plan to meet the needs of my students. I consider class level, physical, gender, learning needs and ability levels when planning learning experiences that integrate ICT.

Data – February to November 2009



eLearning Development Rubric				
	★	★ ★	★ ★ ★	★ ★ ★ ★
<b>Curriculum Approaches</b>	I control the learning in my class. I choose the topic, questions or issues to be studied. I locate the material that my students use. I design activities to meet specific learning outcomes.	I use a directed approach in my class. When considering topics, questions, resources, activities, and final product, I choose some aspects and the students choose others.	I use a guided approach in my classroom. When considering topics, questions, resources, activities, and final product, I may choose one or two aspects and allow students to choose the rest. I encourage students to apply their knowledge.	I use a modeled approach in my classroom in which the students co-construct their learning in consultation with me. Students have flexibility in terms of topic/issue/question, process and product. I encourage collaboration including community involvement, leading to the construction of knowledge.

Data – February to November 2009



eLearning Development Rubric				
	★	★ ★	★ ★ ★	★ ★ ★ ★
<b>Technical Skills</b>	I can operate the computer at a basic level, using basic software applications. I can use things like the data projector, digital camera or similar, but may need some support. I can browse the web, but I don't use it effectively in for teaching and learning.	I regularly use ICT for personal and professional productivity – e.g. for planning, resource gathering, maintaining student records. I can use the computer and others ICTs independently. I can source online information resources independently and use these for teaching and learning.	I am able to transfer and integrate ICT skills quickly and independently (i.e. apply what I know about one piece of software or hardware to figure out another.) I can use multimedia technologies, ICTs and Web 2.0 tools (e.g. wikis, blogs, social networking sites, etc.)	I use a wide range of ICTs including voice, video, text and image. I am able to manage high volume of electronic communication effectively and efficiently. I can investigate online and offline resources, including new peripherals, assess their potential for enhancing teaching, learning, and share these ideas with others.

Data – February to November 2009

